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#### ABSTRACT

This document is a compilation of reports that outline various institutional effectiveness measures and present assessment results and data at Austin Community College (ACC) (Texas). The College Effectiveness Update reports include Academic Programs Transfer Effectiveness Measures, Workforce Education Effectiveness Measures, Developmental Educational Measures, Retention Effectiveness Measures, and Student Services Measures. Each report describes the purpose, intended outcome, criterion, results, and data of one or more effectiveness measure. The purpose of the 'academic programs transfer effectiveness measures' is to prepare students for successful college or university transfer. The intended outcome of the 'workforce education effectiveness measures' is for students in workforce education programs to meet their educational goals. The criterion for 'retention effectiveness measures' is that the percentage of FTIC degree-seeking students enrolled in the fall semester who return the following spring semester will be higher than the state average. Results indicate that the percentage of ACC's fall 1996 FTIC degree-seeking students who returned in spring 1997 (58.6%) is 7.3 percent below the statewide average return rate of 65.9%. The intended outcome of the 'student services effectiveness measures' is for the unduplicated headcount enrollment of ACC to reflect the diversity of the population the College serves. (Contains data tables.) (JA)



### **Austin Community College** Effectiveness Update: Academic **Programs Transfer Effectiveness Measures**

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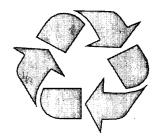
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# Effectiveness Update





**PURPOSE** 

To prepare students for successful college or university transfer.

### INTENDED OUTCOME

1A. First-time-in-College (FTIC) students who have earned at least 15 semester credit hours (SCH) in baccalaureate transfer courses will transfer to a four-year college or university within four years of their initial enrollment at ACC.

**CRITERION** 

ACC's transfer rate for FTIC students majoring in a transfer program who have earned at least 15 SCH in two semesters will be higher than the statewide transfer rate.

RESULTS

Based on data from the THECB, ACC's transfer rate is higher than the statewide rate for both the 1993 and 1994 FTIC cohort students majoring in academic programs who have earned at least 15 SCH in at least two semesters at ACC. The 1994 cohort rate (34.2%) is 0.2% higher than the state rate, the 1993 cohort rate (34.9%) is 1.0% higher than the state rate.

DATA

1

Comparison of ACC and Statewide Transfer Rates: Students Majoring in Academic Programs Fall FTIC 1994 Cohort and Fall 1993 Cohort

	FTIC Fall 1994 Cohort				
	Total FTIC Cohort Students in Academic Majors	Still	Cohort Less	Transferred	Transfer Rate
	15 Semester Credit Hours and Two Semesters	Enrolled	Still Enrolled		
ACC	1,902	686	1,216	416	34.2%
Statewide	37,353	11,961	25,392	6,623	34.0%
Difference			•	•	0.2%

	FTIC Fall 1993 Cohort				
	Total FTIC Cohort Students in Academic Majors	Still	Cohort Less	Transferred	Transfer Rate
	15 Semester Credit Hours and Two Semesters	Enrolled	Still Enrolled		
ACC	1,748	605	1,143	399	34.9%
Statewide	39,271	12,659	26,612	9,019	33.9%
Difference					1.0%

Source: THECB Transfer Rate Study, Nov. 1998 and Sept 1999





### Academic Programs Transfer Effectiveness Measures (continued)

INTENDED OUTCOME

1B. Minority FTIC students who have earned at least 15 SCH in baccalaureate transfer courses will transfer to a four-year college or university within four years of their initial enrollment at ACC.

CRITERION

The THECB Community College Transfer Rate Study will indicate ACC's transfer rate for minority FTIC students with a declared major in a transfer program will be higher than the statewide rate.

RESULTS

Based on data from the THECB, for both the FTIC 1993 and FTIC 1994 cohorts, ACC's transfer rate is higher than the statewide rate for Hispanic and "Other" minority students, but lower than the statewide rate for Black minority students.

ACC's transfer rate for FTIC 1994 Black students increased 2.7% over the FTIC 1993 rate, while the transfer rates for FTIC 1994 Hispanic and "Other" minority students decreased by 0.1% and 2.8% respectively.

DATA

### Comparison of ACC and Statewide Transfer Rates by Ethnicity: Students Majoring in Academic Programs, Fall FTIC 1994 Cohort and Fall 1993 Cohort

Cohort Students	Fall 1	1994 FTIC C	ohort	Fall	1993 FTIC Co	hort
	Cohort	Transferred	Transfer	Cohort	Transferred	Transfer
	Less Still		Rate	Less Still		Rate
	Enrolled			Enrolled		
ACC White Students	833	306	36.7%	791	297	37.5%
Statewide White Students	15,832	6,258	39.5%	16,945	6,697	39.5%
Difference			-2.8%		<u> </u>	-2.0%
ACC Black Students	57	9	15.8%	61	8	13.1%
Statewide Black Students	2,191	456	20.8%	2,267	433	19.1%
Difference			-5.0%			-6.0%
ACC Hispanic Students	222	54	24.3%	193	47	24.4%
Statewide Hispanic Students	6,090	1,408	23.1%	5,997	1,331	22.2%
Difference			1.2%			2.2%
ACC Other Students	104	47	45.2%	98	47	48.0%
Statewide Other Students	1,279	501	39.2%	1,403	558	39.8%
Difference		•	6.0%	•	,	8.2%

Source: THECB Transfer Rate Study, Nov. 1998 and Sept 1999



### Academic Programs Transfer Effectiveness Measures (continued)

INTENDED OUTCOME

3A. ACC sudents who transfer will be in good academic standing at the transfer institution.

**CRITERION** 

Based on data provided by principal transfer institutions, seventy percent or more of transfer students will be in good academic standing at the transfer institution.

**RESULTS** 

Based on data from Southwest Texas State University, ACC is meeting this criterion. Of 552 ACC transfers to SWT in the fall of 1997, 423 or 76.6 percent were in good standing\* at the end of their first semester, and 430 or 77.9 percent were in good standing at the end of the last semester of the first academic year.

\*Good standing is defined as GPA of 2.0 or better.

DATA

### Performance of Fall 1997 ACC Transfer Students to Southwest Texas State University

	First Semester at SWTSU	Last Semester of First Academic Year at SWTSU
ACC Transfer Students Enrolled at SWTSU on Census Date (12th Class Day)	552	552
ACC Students "in Good Standing"	423	430
Percent of ACC Students "in Good Standing"	76.6%	77.9%

Source: Data provided by SWTSU



### Academic Programs Transfer Effectiveness Measures (continued)

### INTENDED OUTCOME

3B. ACC students who transfer will earn GPAs comparable to other transfer students at the transfer institution.

### **CRITERION**

Based on data provided by the transfer institution, the average GPA of ACC transfer students and other transfer students at principal transfer institutions will not be significantly different.

### **RESULTS**

ACC is meeting this criterion. Cumulative GPAs for ACC students who transfer is not significantly different from the cumulative GPAs of all transfers to those same institutions.

DATA

### ACC Transfer Students and All Transfer Students Academic Year 1998-99 Cumulative GPA Comparison

	ACC Transfer Students		All Transfe	er Students
	Number	GPA	Number	GPA
SWTSU	552	2.5	1621	2.5
Texas Tech University	47	2.3	not available	not available
University of North Texas	182	2.7	12,370	2.8
University of Texas at Tyler	10	2.7	1,783	2.9

Data provided by Transfer institutions



# Austin Community College Effectiveness Update: Workforce Education Effectiveness Measures Fall 2000



# Effectiveness Update

**Workforce Education Effectiveness Measures, Fall 2000** 



**PURPOSE** 

To prepare students for employment in industry and business.

**INTENDED OUTCOME** 

1A. Students in workforce education programs will meet their educational goals. Students seeking an Associate's Degree will earn the Associate's Degree.

### **CRITERION**

Analysis of student data will indicate that of workforce students who indicate their educational objective at entry is to "Complete an Associate's Degree," 10 percent will complete a degree within six (6) years. Of those who do not complete a degree, 50 percent will achieve a certificate or Marketable Skills Achievement Award (Until this award has been defined, "earned at least 6 semester credit hours with a cumulative GPA of at least 2.0" will be used as a proxy).

### RESULTS

Of the 115 Fall 1998 First Time at ACC cohort students majoring in a workforce discipline who indicated their educational objective was to complete an Associate's Degree, none had earned the Associate's Degree as of June, 2000. Five (4.3 percent) had earned a certificate, and 29 (25.2 percent) had completed at least six credit hours and earned a cumulative GPA of at least 2.0.

Of the 307 Fall 1999 First Time at ACC cohort students majoring in a workforce discipline who indicated their educational objective was to complete an Associate's Degree, none had earned the Associate's Degree as of June, 2000 (year one of six). None had earned a certificate, and 179 (58.3 percent) had completed at least six credit hours and earned a cumulative GPA of at least 2.0 as of June, 2000.

### DATA

### First Time at ACC Workforce Students with Intent to Earn an Associate's Degree

Fall 1998 Cohort (year two of six)	Number	Percent
Indicated intent to earn an Associate's Degree	115	100.0%
Earned Associate's Degree as of June, 2000	0	0%
Earned Certificate as of June, 2000	5	4.3%
Earned at Least 6 hours and a GPA of at least 2.0 as of June, 2000	29	25.2%
Fall 1999 Cohort (year one of six)	Number	Percent
Indicated intent to earn an Associate's Degree	307	100.0%
Earned Associate's Degree as of June, 2000	0	0%
Earned Certificate as of June, 2000	0	0%
Earned at Least 6 hours and a GPA of at least 2.0 as of June, 2000	179	58.3%

Source: Data as of 9/6/2000 provided by Greg Black, OIE





### **Workforce Education Effectiveness Measures (continued)**

### **INTENDED OUTCOME**

1B. Students in workforce education programs will meet their educational goals. Students who are seeking a Certificate will earn a Certificate.

### **CRITERION**

Analysis of student data will indicate that of workforce students who indicate their educational objective at entry is to "Complete a Certificate," 10 percent will complete the Certificate within six (6) years. Of those who do not complete the Certificate, 50 percent will achieve a degree or Marketable Skills Achievement Award (Until this award has been defined, "earned at least 6 semester credit hours with a cumulative GPA of at least 2.0" will be used as a proxy).

### **RESULTS**

Of the 329 Fall 1998 First Time at ACC cohort students majoring in a workforce discipline who indicated their educational objective was to complete a Certificate, one (0.3 percent) had earned the Certificate as of June, 2000. No cohort students had earned an Associate's Degree, and 127 or 36.6 percent had completed at least six hours and earned a cumulative GPA of at least 2.0.

Of the 123 Fall 1999 First Time at ACC cohort students majoring in a workforce discipline who indicated their educational objective was to complete a Certificate, none had earned the Certificate as of June, 2000. No cohort students had earned an Associate's Degree, and 70 or 56.9 percent had completed at least six hours and earned a cumulative GPA of at least 2.0.

# DATA First Time at ACC Workforce Students with Intent to Earn a Certificate

Fall 1998 Cohort (year two of six)	Number	Percent
Indicated intent to earn a Certificate	329	100.0%
Earned Associate's Degree as of June, 2000	0	0%
Earned Certificate as of June, 2000		0.3%
Earned at Least 6 hours and a GPA of at least 2.0 as of June, 2000	127	36.6%
Fall 1999 Cohort (year one of six)	Number	Percent
ran 1000 contact (Joan one or six)	Number	reiteilt
Indicated intent to earn a Certificate	123	100.0%
Indicated intent to earn a Certificate	123	100.0%

Source: Data as of 9/6/2000 provided by Greg Black, OIE





### **Workforce Education Effectiveness Measures (continued)**

### **INTENDED OUTCOME**

2. Graduates from workforce programs will find employment in jobs related to their field of study.

### **CRITERION**

Based on data provided by ACC's annual survey of graduates and the THECB, within one year of graduation, 85 percent of degree or certificate recipients will be employed in a job that is directly or closely related to their field of study, or will be continuing their education.

**RESULTS** 

Data for 1998-99 not yet available from the THECB.

Of the 454 respondents\* to ACC's 1997-98 Annual Graduate Follow-up Survey (a 43.9 percent response rate), 357 (34.6 percent of all graduates) reported their employment was related to their training.

\*includes both Academic and Workforce graduates

**DATA** 

### **Employment and Continuing Education of Workforce Program Graduates**

Workforce Programs Graduates	199 N	6-97 %	199 N	7-98 %	1998 N	8-99 %
Students employed and/or continuing education	427	91.8%	381	92.5%	Data not yet avail-	
Students not located	38	8.2%	31	7.5%	able f	rom
Number of graduates	465	100.0%	412	100.0%	— the TH	ECB —

Source: THECB Automated Student and Adult Learner Follow-Up System Reports, 1996-97 and 1997-98 and ACC's 1996-97 Graduate Follow-Up Survey





# Austin Community College Effectiveness Update: Developmental Education Measures



# Effectiveness Update

### **Developmental Education Effectiveness Measures**



**PURPOSE** 

To provide campus-wide programs and services that assist academically under-prepared students meet their educational goals.

### INTENDED OUTCOME

1.A1 First Time in College (FTIC) degree seeking students enrolled at ACC in the fall semester who are required to take developmental courses will return the following spring semester (Fall-to-Spring Retention).

### **CRITERION**

Based on data provided by the THECB, the percentage of FTIC degree-seeking students enrolled in developmental education courses in the fall semester who return the following spring semester will not be significantly different from the percentage of students who were not enrolled in developmental education courses who returned in the Spring.

### RESULTS

Based on the THECB 1999 Annual Data Profile, the percentage of ACC's FTIC degree-seeking students who enrolled in developmental education courses in Fall 1997 who returned in Spring 1998 (59.3%) is 6.9% percent below the percent of FTIC degree-seeking students not enrolled in developmental courses who returned in Spring 1998 (66.2%).

DATA

### Fall to Spring Retention Comparison:

Students Enrolled in Developmental Courses and Students NOT Enrolled in Developmental Courses
First Time in College (FTIC) Fall 1997 Cohort

	FTIC	Fall 1997 C	ohort
ACC FTIC Fall 1997 Cohort	Fall 1997	Spring	% Returned
	i	1998	
Total FTIC Students Enrolled in Developmental Courses	1,635	970	59.3%
Total FTIC Students NOT Enrolled in Developmental Courses	2,513	1,665	66.2%
Difference			-6.9%
Academic Majors Enrolled in Developmental Courses	1,186	700	59.0%
Academic Majors NOT Enrolled in Developmental Courses	1,863	1,236	66.3%
Difference			-7.3%
Technical* Majors Enrolled in Developmental Courses	449	270	60.1%
Technical* Majors NOT Enrolled in Developmental Courses	650	429	66.0%
Difference			-5.9%

Source: THECB 1999 Annual Data Profile

\*Including Tech-Prep Majors

Office of Institutional Effectiveness





### INTENDED OUTCOME

1.A2 First Time in College (FTIC) degree seeking students enrolled in Developmental Education Courses at ACC in the fall semester will return the following spring semester (Fall-to-Spring Retention Rate).

#### CRITERION

Based on data provided by the THECB, the percentage of FTIC degree-seeking students enrolled in developmental education courses in the fall semester who return the following spring semester will not be significantly different from the state average for students enrolled in developmental education courses.

### RESULTS

Based on data from the 1999 THECB Annual Data Profile, a smaller percentage of FTIC students enrolled in developmental education courses at ACC in Fall 1997 returned in Spring 1998 (59.3%) than the percentage of FTIC students enrolled in developmental education courses statewide (69.0%).

DATA

Fall to Spring Retention Comparison:

ACC and Statewide Students Enrolled in Developmental Education Courses

First Time in College (FTIC) Fall 1997 Cohort

	FTIC Fall 1997 Cohort		
Students	Fall 1997	Spring 1998	% Returned
ACC Total FTIC Students Enrolled in Developmental Courses	1,635	970	59.3%
Statewide Total FTIC Students Enrolled in Developmental courses	32,715	22,563	69.0%
Difference			-9.7%
ACC Academic Majors Enrolled in Developmental Courses	1,186	700	59.0%
Statewide Academic Majors Enrolled in Developmental Courses	20,378	14,023	68.8%
Difference			-9.8%
ACC Technical* Majors Enrolled in Developmental Courses	449	270	60.1%
Statewide Technical* Majors Enrolled in Developmental Courses	12,337	8,540	69.2%
Difference			-9.1%

Source: THECB 1999 Annual Data Profiles, Institutional and Statewide Summaries

\*Including Tech-Prep majors.



### INTENDED OUTCOME

1.B There will be no significant differences by demographic group between Fall-to-Spring retention rates for FTIC degree or certificate seeking students enrolled in developmental education courses and those NOT enrolled in developmental education courses.

#### **CRITERION**

Based on data from the THECB Annual Data Profile, for each demographic group, the Fall-to-Spring return rate for FTIC students enrolled in developmental education courses will be within ±5% of the Fall-to-Spring return rate for students NOT enrolled in developmental education courses

### RESULTS

Compared to students NOT enrolled in developmental education courses, the Fall-to-Spring return rate for FTIC degree or certificate seeking students enrolled in developmental education in Fall 1997 was outside the criterion range for all demographic groups. The rate was below the criterion range for White, Black, and Hispanic student demographic groups, while it was above the criterion range for students comprising the demographic group, "Other." Overall, the return rate for the total cohort of students enrolled in developmental education courses was below the criterion.

DATA

Fall to Spring Retention Comparison by Ethnicity:
Students Enrolled in Developmental Courses and Students NOT Enrolled in Developmental Courses
First Time in College (FTIC) Fall 1997 Cohort

	FTIC	C Fall 1997 Co	hort
ACC FTIC Fall 1997 Students	Fall 1997	Spring 1998	% Returned
White Students enrolled in Developmental Education Courses	927	547	59.0%
White Students NOT enrolled in Developmental Education Courses	1,758	1,164	66.2%
Criterion	bei	low range (62.	9% - 69.5%)
Black Students enrolled in Developmental Education Courses	130	74	56.9%
Black Students NOT enrolled in Developmental Education Courses	115	78	67.8%
Criterion	bei	ow range (64	4% - 71.2%)
Hispanic Students enrolled in Developmental Education Courses	443	258	58.2%
Hispanic Students NOT enrolled in Developmental Education Courses	485	325	67.0%
Criterion	bei	ow range (63.	6% - 70.4%)
Other Students enrolled in Developmental Education Courses	135	91	67.4%
Other Students NOT enrolled in Developmental Education Courses	155	98	62.0%
Criterion	abo	ove range (58	.9% - 65.1%)
Total Students enrolled in Developmental Education Courses	1,635	970	59.3%
Total Students NOT enrolled in Developmental Education Courses	2,513	1,665	66.3%
Criterion	bei	ow range (63.	0% - 69.6%)

Source: THECB 1999 Annual Data Profile

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### INTENDED OUTCOME

2.A Students who are required to be enrolled in Developmental Education Courses at ACC will complete state-mandated requirements.

### **CRITERION**

Based on data provided by the THECB annually, the percentage of ACC students enrolled in developmental education courses who complete state-mandated requirements will be at or above the completion rates for those students statewide.

### RESULTS

Based on data from the THECB *Data Resources for the 1999 LBB Measures*, 2.9% fewer ACC students enrolled in developmental courses in 1998 completed TASP requirements (10.8%) than did students statewide (13.7%).

DATA

### Completion of State Mandated Requirements Comparison: ACC and Statewide Students Enrolled in Developmental Education Courses

	Taking	Passing all TASP	Percent
	Remediation	Requirements	
ACC Total Students Enrolled in Developmental Courses in 1998	3,393	366	10.8%
Statewide Total Students Enrolled in Developmental courses in 1998	116,600	15,961	13.7%
Difference			-2.9%

Source: The THECB Data Resources for the 1999 LBB Measures



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### INTENDED OUTCOME

2.B Students who are required to enroll in developmental courses will complete their developmental requirements.

### **CRITERION**

Baseline data will be collected to determine the rates of completion for the following groups of students required to enroll in developmental courses: those required to take developmental courses in one area, those required to take developmental courses in two areas, and those required to take developmental courses in three areas.

**Methodology:** Using data from the student database, compare original proficiency levels to last proficiency levels (below "5" indicates requires developmental courses; "5" or higher indicates completed developmental requirements) for each area by "group" (developmental courses required in one, two or three areas).

### In the table below

- Only those students with original proficiency levels of less than "5" in at least one developmental area are included.
- Students whose original proficiency level was missing were excluded from these data.
- Students may or may not have taken developmental courses; "completion" may be achieved by taking developmental courses or by re-testing.
- Counts may be duplicated, i.e., students required to take developmental courses in more than one area may be counted more than one time.

DATA

### Developmental Requirement Completion Rates by Group First Time in College (FTIC) Fall 1997 Cohort

Completion Rates	for Students Required to Take	Developmental Courses in	one Area
Area	# Students Required	# Students Completing	Percent
Reading	25	15	60.0%
Writing	159	69	43.4%
Math	662	136	20.5%
Completion Rates	for Students Required to Take	Developmental Courses in	Two Areas
Reading	61	28	45.0%
Writing	437	107	24.5%
Math	428	58	13.6%
Completion Rates for	or Students Required to Take (	Developmental Courses in	Three Areas
Reading	174	54	31.0%
Writing	173	15	8.7%
Math	174	11	6.3%
Overall Completio	n Rates for All Students Requi	red to Take Developmenta	l Courses
Reading	260	97	37.3%
Writing	769	191	24.8%
Math	1264	205	16.2%

Source: ACC Student Database

Office of Institutional Effectiveness





### INTENDED OUTCOME

2.C. Completion rates for developmental requirements will not be significantly different among demographic groups.

### **CRITERION**

Based on data from the student database, the differences in developmental requirements completion rates among demographic groups will be within ±5%.

**Methodology:** Using data from the student database, compare original proficiency levels to last proficiency levels ((below "5" indicates requires developmental courses; "5" or higher indicates completed developmental requirements) for each area by "group" (developmental courses required in one, two or three areas) and by ethnicity.

In the table below

- Only those students with original proficiency levels of less than "5" in at least one developmental area are included.
- Students whose original proficiency level was missing were excluded from these data.
- Students may or may not have taken developmental courses; "completion" may be achieved by taking developmental courses or by re-testing.
- Counts may be duplicated, i.e., students required to take developmental courses in more than one area may be counted more than one time.

DATA

### Developmental Requirements Completion Rates by Ethnicity First Time in College (FTIC) Fall 1997 Cohort

	Comple	etion Rates for	Students F	Required to 1	ake Developm	ental Cour	ses in One A	rea				
Ethnicity	Reading				Writing			Math				
	Required	Completed	%	Required	Completed	%	Required	Completed	% .			
White	15	9	60.0%	105	37	35.2%	455	92	20.2%			
Black	2	2	100.0%	12	8	66.6%	46	10	21.7%			
Hispanic	6	4	66.60%	26	14	53.8%	34	95	35.8%			
Other	2	0	0	16	8	50.0%	11	0	0			
	Completion Rates for Students Required to Take Developmental Courses in Two Areas											
White	24	13	54.2%	257	60	23.3%	260	35	13.5%			
Black	10	5	50.0%	38	10	26.3%	40	1	2.5%			
Hispanic	18	6	33.3%	121	31	25.6%	116	19	16.4%			
Other	9	4	44.4%	21	6	28.6%	12	3	25.0%			
	Complet	on Rates for S	Students Re	quired to Ta	ke Developme	ntal Course	es in Three A	reas				
White	80	23	28.8%	79	5	6.3%	80	7	8.8%			
Black	27	10	37.0%	27	3	11.1%	27	1	3.7%			
Hispanic	63	20	31.7%	63	7	11.1%	63	1	3.2%			
Other	4	1	25.0%	4	0	0	4	1	25.0%			
	Overal	Completion F	Rates for All	Students R	equired to Tak	e Developn	nental Course	es				
White	119	45	37.8%	441	102	23.1%	795	134	16.9%			
Black	39	17	43.6%	77	21	27.2%	113	12	10.6%			
Hispanic	87	30	34.5%	210	52	24.8%	334	55	16.5%			
Other	15	5	40.0%	41	14	34.1%	22	4	18.1%			

Source: ACC Student Database

Office of Institutional Effectiveness





### INTENDED OUTCOME

3. Students who are required to be placed in developmental courses will complete their developmental courses at rates similar to completion rates for students taking credit courses.

### **CRITERION**

Based on data from the student database, course completion rates (the percentage of students earning a grade of "C" or better) for developmental courses will be within  $\pm 5\%$  of course completion rates (the percentage of students earning a grade of "C" or better ) for credit courses\*.

### RESULTS

The course completions rate for FTIC Fall 1997 students taking developmental courses (61.3%) is below the criterion compared to course completion rates for FTIC Fall 1997 students taking credit courses.\*

### DATA

# Course Completion Rates Comparison: Developmental Courses and Credit Courses\* FTIC Fall 1997 Cohorts

	Total # Course Grades	Total # A's, B's, and C's	Completion Rate
Developmental Courses	4391	2690	61.3%
Credit Courses*	9638	6819	70.8%
Criterion		Below criterion ran	ge (67.3% - 74.3%)

Source: ACC Student Database



<sup>\*</sup>English Composition I, American Literature I, American Literature II, British Literature I, British Literature II, World Literature II, U.S. Government, Texas State and Local Government, U.S.

### INTENDED OUTCOME

4.A1 Students who successfully complete Developmental Writing will be successful in the next credit-level English course.

### **CRITERION**

Based on data from the student database, at least 75% of students who complete Writing Skills Il with a grade of "C" or better and then take English Composition I within two years will complete English Composition I with a grade of "C" or better.

### RESULTS

Of the 203 FTIC Fall 1997 students who completed Writing Skills II with a grade of "C" or better and afterward took English Composition I within two years, 164 (80.8%) completed English Composition I (earned a grade of A, B, C, D, or F). Of those students, 150 (91.5%) earned a grade of "C" or better in English Composition I.

Of the 68 FTIC Fall 1997 students who completed Writing Skills II with a grade of "C" or better and afterward took English Composition II within two years, 55 (80.9%) completed English Composition II (earned a grade of A, B, C, D, or F). Of those students, 52 (94.5%) earned a grade of "C" or better in English Composition II.

DATĀ

### Writing Skills II to Credit Course Migration Success Rate FTIC Fall 1997 Cohort

Total
203
164
150
91.5%
. 68
55
52
94.5%

Source: ACC Student Database





### INTENDED OUTCOME

4.A2 Students who successfully complete Developmental Writing will be successful in the next credit-level English course.

### CRITERION

Based on data from the student database, students who complete Writing Skills II with a grade of "C" or better and then take English Composition I or English Composition II within two years will have average course grades within  $\pm 0.3$  grade points of the average course grades for all students taking these courses who were not required to take developmental writing.

### RESULTS

English Composition I average course grades of FTIC Fall 1997 students who completed Writing Skills II with a grade of "C" or better and then took English Composition I within two years (2.5) is within ±0.3 grade points of the average course grades for all students taking English Composition I (2.7).

English Composition II average course grades of FTIC Fall 1997 students who completed Writing Skills II with a grade of "C" or better and then took English Composition II within two years (2.6) is within ±0.3 grade points of the average course grades for all students taking English Composition II (2.7).

DATA

English Composition Average Course Grade Comparison: Students Completing Writing Skills II and Students Not Taking Writing Skills II FTIC Fall 1997 Cohort

	English Composition I Course Grades										
	Writing	Skills II "C or l	oetter"	No	Writing Skills	i II					
Grade	# Students	grade points	avg. GPA	# Students	grade points	avg. GPA					
Α	26	104		91	364						
В	51	153		128	384						
С	73	146		129	258						
D	4	4		4	4						
F	10	0		20	0						
Total	164	407	2.5	372	1010	2.7					
Criterion	Within Range (2.4 - 3.0)										

	English Composition II Course Grades										
	Writing :	Skills II "C or I	oetter"	No Writing Skills II							
Grade	# Students	grade points	avg. GPA	# Students	grade points	avg. GPA					
Α	12	48	•	40	160						
В	17	51		69	207						
С	23	46		73	146						
D	0	0		1	1						
[F	3	0	_	7	0						
Total	55	145	2.6	190	514	2.7					
Criterion	Within criterion range (2.4 - 3.0)										

Source: ACC Student Database

Office of Institutional Effectiveness





### INTENDED OUTCOME

4.B1 Students who successfully complete Developmental Reading will be successful in the next credit-level course.

**CRITERION** 

Based on data from the student database, at least 75% of students who complete Reading Skills II with a grade of "C" or better and then take a course designated to meet TASP guidelines within two years will complete the credit-level course with a grade of "C" or better.

RESULTS

Of the 196 FTIC Fall 1997 students who completed Reading Skills II with a grade of "C" or better and afterward took a credit-level course designated to meet TASP guidelines within two years, 153 (78.0%) completed the credit-level course (earned a grade of A, B, C, D, or F). Of those students, 127 (83.0%) earned a grade of "C" or better in the credit-level course.

DATA

### Reading Skills II to Credit Course **Migration Success Rate** FTIC Fall 1997 Cohort

Credit-Level Course	Students Completing Reading Skills II with a "C" or Better and Taking Credit Course Thereafter	Students Completing Credit-Level Course	Students Completing Credit-Level Course with a "C" or Better	Migration Success Rate
British Literature I	0			
British Literature II	0			
American Literature I	2	1	1	100.0%
American Literature II	0			
World Literature I	0			
World Literature II	0			
U. S. Government	45	38	28	73.7%
Texas State and Local Government	47	39	33	84.6%
U. S. History I	68	49	42	85.7%
U. S. History II	34	26	23	88.5%
Total	196	153	127	83.0%%

Source: ACC Student Database



### INTENDED OUTCOME

4B.2 Students who successfully complete Developmental Reading will be successful in the next credit-level course.

#### CRITERION

Based on data from the student database, average course grades of students who complete Reading Skills II with a grade of "C" or better and then take a course designated to meet TASP guidelines within two years will be within ±0.3 grade points of the average course grades for all students taking courses designated to meet TASP guidelines.

### RESULTS

The average course grade for FTIC Fall 1997 students who completed Reading Skills II with a grade of "C" or better then took courses designated to meet TASP guidelines (2.2) is below the criterion range of the average course grades for all other FTIC Fall 1997 students taking these courses (3.0).

DATA

TASP Guidelines Courses\* Average Course Grade Comparison: Students Completing Reading Skills II and Students Not Taking Reading Skills II FTIC Fall 1997 Cohort

٦	TASP Designated Courses* Average Course Grade Comparison										
	Reading	Skills II "C or b	oetter"	No Reading Skills II							
Grade	# Grades	Grade Points	GPA	# Grades	Grade Points	GPA					
Α	13	52		7	28						
В	53	159		15	45						
С	61	122		4	8						
D	8	8		1	1						
F	18	0		0	0						
Total	153	341	2.2	27	82	3.0					
Criterion				Belov	v criterion range	(2.7 - 3.3)					

Source: ACC Student Database \*See course detail on page 12.



4.B2 DETAIL

Detail of TASP Guidelines Courses Average Course Grade Comparison: Students Completing Reading Skills II and Students Not Taking Reading Skills II FTIC Fall 1997 Cohort

American Literature I Average Course Grade Comparison Reading Skills II "C or better" No Reading Skills II								
					Reading Skills			
Grade	# Grades	Grade Points	GPA	# Grades	Grade Points	GPA		
Α				/	28			
В	1	3		15	45			
С				4	8			
D				1	1			
F				0	0			
Total		3	3.0	27	82	3.0		
Criterion				Withir	n criterion range	(2.7 - 3.3)		
	US Gove	ernment. Avera	ge Course					
Α	4	16		61	244			
В	13	39	٠	103	309			
С	11	22		58	116	_		
D	2	2		15	15			
F	8	0		25	0			
Total	38	79	2.1	262	684	2.6		
Criterion				Belov	v criterion range			
Texa	s State and L	ocal Governme	nt. Average		ade Comparison			
A	5	20		46	184	'		
В	16	48		78	234			
C	12	24		50	100			
D	3	3		8	8			
F	3	0		14	0			
Total	39	95	2.4	196	526	2.7		
Criterion	- 33		2.7		criterion range(2			
Chenon	U. S. H	istory I Averag	e Course G			<del> 0.0 /0)</del>		
Α	2	8		62	248			
В	16	48		121	363	•		
С	24	48		92	. 184			
D	1	1		. 4	. 4			
F	6	0		24	0			
Total	49	105	2.1	303	799	2.6		
Criterion					v criterion range			
	U.S. Hi	story II Average	e Course G			(		
A	2	8	1	45	180			
В	. 7	21		81	243			
C	14	28		57	114			
D	2	2		5	5			
F	1	0		9	0			
Total	26	59	2.3	197	542	2.8		
Criterion	20	39	2.3		v criterion range			
OHEHOH				DEIOV	v Griterion range	(2.0 - 0.1)		

Source: ACC Student Database

Office of Institutional Effectiveness





### INTENDED OUTCOME

4.C1 Students who successfully complete Developmental Mathematics will be successful in the next credit-level math course.

### **CRITERION**

Based on data from the student database, at least 75% of students who complete Intermediate Algebra with a grade of "C" or better and then take College Algebra, Trigonometry, or Topics in Mathematics within two years will complete the credit-level course with a grade of "C" or better.

### RESULTS

Of the 192 FTIC Fall 1997 students who completed Intermediate Algebra with a grade of "C" or better and afterward took College Algebra, Trigonometry, or Topics in Mathematics within two years, 153 (79.7%) completed the credit-level course (earned a grade of A, B, C, D, or F). Of those students, 132 (86.3%) earned a grade of "C" or better in the credit-level mathematics course.

DATA

### Intermediate Algebra to Credit Course Migration Success Rate FTIC Fall 1997 Cohort

Credit-Level Course	Students Completing Intermediate Algebra with a "C" or Better and Taking Credit Course Thereafter	Students Completing Credit-Level Course	Students Completing Credit-Level Course with a "C" or Better	Migration Success Rate
College Algebra	156	126	108	85.7%
Trigonometry	18	11	10	90.9%
Topics in Math	18	16	14	87.5%
Total	192	153	132	86.3%

Source: ACC Student Database





### INTENDED OUTCOME

4.C2 Students who successfully complete Developmental Mathematics will be successful in the next credit-level course.

### **CRITERION**

Based on data from the student database, average course grades of students who complete Intermediate Algebra with a grade of "C" or better and then take College Algebra, Trigonometry, or Topics in Mathematics within two years will be within ±0.3 grade points of the average course grades for all students taking these courses.

### RESULTS

The average course grades for FTIC Fall 1997 students who completed Intermediate Algebra with a grade of "C" or better then took College Algebra (2.6), Trigonometry (2.5), or Topics in Mathematics (2.5) are within the criterion range of the average course grades for all other FTIC Fall 1997 students taking these courses.

College Algebra, Trigonometry, and Topics in Mathematics Average Course Grade Comparison: Students Completing Intermediate Algebra and Students Not Taking Intermediate Algebra FTIC Fall 1997 Cohort

	College	Algebra Ave	e Grade Compariso	n .		
Intermediate Algebra "C or better"				No Intermediate Algebra		
Grade	Number students					
A	33	132		46	184	
В	35	105		55	165	
С	40	80		55	110	
D	8	8		14	14	
F	10	0		26	0	
Total	126	325	2.6	196	473	2.4
Criterion		_		Within	criterion rang	e (2.1 -2.7)
	Trigor	ometry Avera	ge Course	Grade Comparison	1	
Α	2	8		11	44	
В	3	9		10	30	
С	5	10		7	14	
D	1	1		7	7	
F	0	0		3	0	
	11	28	2.5	38	95	2.5
Criterion				Within	criterion range	(2.2 - 2.8)
	Topics in Ma	th Average C	ourse Grad	e Comparison		
Α	2	8		16	64	
В	6	18		23	69	
С	6	12		11	22	
D	2	2		1	1	
F	0	0		6	. 0	
	16	40	2.5	57	156	2.7
Criterion	Criterion				criterion range	(2.4 - 3.0)

Source: ACC Student Database

Office of Institutional Effectiveness





# Austin Community College Effectiveness Update: Retention Effectiveness Measures



# Effectiveness Update

### **Retention Effectiveness Measures**



PURPOSE

To provide consistent, campus-wide programs and services that increase the likelihood that students will remain in college and complete their degree or certificate program.

INTENDED OUTCOME

1A. First Time in College (FTIC) degree seeking students enrolled at ACC in the fall semester will return the following spring semester (Fall-to-Spring Retention Rate).

**CRITERION** 

Based on data provided by the THECB, the percentage of FTIC degree-seeking students enrolled in the fall semester who return the following spring semester will be higher than the state average.

RESULTS

Based on the THECB 1998 Annual Data Profile, the percentage of ACC's Fall 1996 FTIC degree-seeking students who returned in Spring 1997 (58.6%) is 7.3 percent below the statewide average return rate of 65.9% for that same time period. ACC's return rate is below the statewide return rate in the three categories of majors tracked by the THECB.

The same report for 1999 shows a greater percentage of ACC's Fall 1997 FTIC degree-seeking students returning; however, ACC's return rate (63.5%) was still below the statewide average return rate for the same time period, both overall (66.8%) and by each category of major.

DATA

### First Time in College (FTIC) Cohort Fall to Spring Retention

		C Fall 1996 C		FTIC Fall 1997 Cohort			Change from
	Fall 1996	Spring 1997	% Returned	Fall 1997	Spring 1998	% Returned	Previous Year
ACC Total FTIC Students	3,714	2,177	58.6%	4,148	2,635	63.5%	+4.9%
Statewide Total FTIC Students	94,025	62,009	65.9%	99,536	66,444	66.8%	+0.9%
Difference			-7.3%			-3.3%	_
ACC Technical Majors	700	407	58.1%	720	460	63.9%	+5.8%
Statewide Technical Majors	25,362	16,132	63.6%	22,849	14,676	64.2%	+0.6%
Difference		I.	-5.5%			-0.3%	_
ACC Tech-Prep Majors	200	118	59.0%	379	239	63.1%	+4.1%
Statewide Tech-Prep Majors	10,228	6,878	67.2%	12,855	8,764	68.1%	+0.9%
Difference		<u> </u>	-8.2%			-5.0%	•
ACC Academic Majors	2,814	1,652	58.7%	3,049	1,936	63.5%	+4.8%
Statewide Academic Majors	58,435	38,999	66.7%	63,382	43,004	67.8%	+1.1%
Difference			-8.0%		<u>l</u>	4.3%	

Source: THECB 1998 and 1999 Annual Data Profiles, Institutional and Statewide Summaries

DRAFT 09-99



INTENDED OUTCOME

1B. There will be no significant differences between ACC and statewide average Fall-to-Spring retention rates for FTIC degree or certificate seeking students by demographic group.

**CRITERION** 

Based on data from the THECB Annual Data Profile, for each demographic group, the percent of FTIC students enrolled in the fall semester who return the following spring semester will be within ±5% of their proportion statewide.

**RESULTS** 

- Retention rates for all ACC FTIC Fall 1997 Cohort demographic groups increased over the Fall 1996 cohort.
- With the exception of Hispanic students, all ACC's FTIC Fall 1997 Cohort demographic groups were within the criterion range. The retention rate for Hispanic FTIC Fall 1997Cohort students was 2.6% below the criterion range.

DATA

### First Time in College (FTIC) Cohort Fall to Spring Retention by Ethnicity

	FTIC	C Fall 1996 Co	ohort	FTI	C Fall 1997 C	ohort	Change from
	Fall 1996	Spring 1997	% Returned	Fall 1997	Spring 1998	% Returned	Previous Year
ACC White Students	2,502	1,469	58.7%	2,685	1,711	63.7%	+5.0%
Statewide White Students	52,997	34,701	65.5%	57,447	38,134	66.4%	+0.9%
Criterion	be	low range (62	.2% - 68.8%)	,	within range (	(63.1 - 69.7%)	
ACC Black Students	224	110	49.1%	245	152	62.0%	+12.9%
Statewide Black Students	9,354	5,683	60.8%	9,915	6,172	62.2%	+1.4%
Criterion	be	low range (57	.7% - 63.8%)	wi	thin range (5	9.1% - 65.4%)	
ACC Hispanic Students	763	452	59.2%	928	583	62.8%	+3.6%
Statewide Hispanic Students	26,898	18,354	68.2%	27,179	18,708	68.8%	+0.6%
Criterion	be	low range (65	.1% - 71.9%)	be	low range (6	5.4% - 72.3%)	
ACC Other Students	225	146	64.9%	290	189	65.1%	+0.2%
Statewide Other Students	4,776	3,271	68.5%	4,995	3,430	68.7%	+3.8%
Criterion	wit	hin range (62	.7% - 69.2%)	wi	thin range (6	3.4% - 70.1%)	_
ACC Total Students	3,714	2,177	58.6%	4,148	2,635	63.5%	+4.9%
Statewide Total Students	94,025	62,009	65.9%	99,536	66,444	66.8%	+0.9%
Criterion	be	low range (62	.6% - 69.2%)	wi	thin range (6	3.5% - 70.1%)	

Source: THECB 1998 and 1999 Annual Data Profile

**DRAFT 09-99** 



INTENDED OUTCOME

2A. Students enrolled at ACC in the fall semester will return the following fall semester (Fall-to-Fall Retention Rate).

**CRITERION** 

Based on the THECB Student Migration Report, the percentage of ACC students enrolled in the fall semester who return the following fall semester will be higher than the state average.

**RESULTS** 

ACC's fall-to-fall retention rate overall is higher than the statewide rate by .2 percent. The retention rate for students who have declared an academic major is lower than the statewide rate by .9 percent, and for students who have declared a vocational technical major the ACC rate is one percent higher than the statewide rate.

DATA

### Fall 1996 to Fall 1997 Retention Rate Comparison: ACC Students with Statewide Summary

Enrolled Fall	Enrolled Fall 1997	% Returned
1996		
25,174	9,816	39.0
415,184	161,145	38.8%
		0.2%
6.908	2,808	40.6%
148,921	58,965	39.6%
		1.0%
18,266	7,008	38.4%
172,792	67,969	39.3%
		-0.9%
	1996 25,174 415,184 6.908 148,921	1996       25,174     9,816       415,184     161,145       6.908     2,808       148,921     58,965       18,266     7,008       172,792     67,969

Source: THECB Student Migration Report, Fall 1996 - Fall 1997



DRAFT 09-99

INTENDED OUTCOME

2B. There will be no significant differences between ACC and statewide average fall-to-fall retention rates by demographic group.

CRITERION

Based on data from the THECB Student Migration Report, for each demographic group, the percent of ACC students enrolled in the fall semester who return the following fall semester will be within  $\pm 5\%$  of their proportion statewide .

**RESULTS** 

Based on data from the THECB *Student Migration Report, Fall 1996 to Fall 1997*, retention rates for White and Black ACC students are above their proportions statewide. The retention rate for Hispanic and Other ACC students were below their statewide proportions.

DATA

### Retention Rates by Ethnicity: Fall 1996 - Fall 1997

		Enrolled Fall	Returned Fall 1997	% Returned
		1996		
ACC White Students		17,159	6,527	38.0%
Statewide White Students		238,499	87,369	36.6%
,	Criterion		within criterion range	(34.8% - 38.4%)
ACC Black Students		1,461	544	37.2%
Statewide Black Students		42,497	14,919	35.1%
	Criterion		above criterion range	(33.3% - 36.9%,
ACC Hispanic Students		4,633	1,936	41.8%
Statewide Hispanic Students	_	110,652	49,043	44.3%
	Criterion		below criterion range	(42.1% - 46.5%)
ACC Other Students		1,921	809	42.1%
Statewide Other Students	_	23,536	9,814	41.7%
	Criterion		within criterion range	(39.6% - 43.8%)
ACC Total Students		25,174	9,816	39.0%
Statewide Total Students		415,184	161,145	38.8%
	Criterion	I	within criterion range	36.9% - 40.74%)

Source: THECB Student Migration Report, Fall 1996 - Fall 1997



**DRAFT 09-99** 

3A. FTIC degree/certificate seeking students will complete their degree/certificate within three years.

**CRITERION** 

Based on data provided by the THECB, the three year completion rates of FTIC degree-seeking students will be higher than the state average.

RESULTS

ACC has not met this criterion. As of Fall 1997, the percentage of all Fall 1994 FTIC students who graduated from ACC within three years of their first enrollment was 4.3 percent below the statewide rate; for students declaring Academic majors, 3.5 percent below the state rate; and for students declaring Technical majors, 4.8 percent below the state rate.

As of Fall 1997, the percentage of all Fall 1995 FTIC students who graduated from ACC within three years of their first enrollment was 5.0 percent below the statewide rate; for students declaring Academic majors, 4.2 percent below the state rate; and for students declaring Technical majors, 4.6 percent below the state rate.

First Time in College (FTIC) Cohort Graduation Rates

$\mathcal{L}$	)/	١	7	7

		Firs	st Time in (	College (FTI	C) Cohort G	raduation Ra	ites		
				Tot	al Cohort			-	
		Fall 1994 I	FTIC Cohort			Fall 1995 FT	IC Cohort		
	FTIC	Transferred/	Graduated	%	FTIC Cohort	Transferred/	Graduated	%	Change from
	Students	Still Enrolled	Within 3	Graduating	Students	Still Enrolled	Within 3	Graduating	Previous Year
		Fall 1997	Years			Fall 1998	Years		
100		1 222							
ACC	4,168								-0.6%
Statewide	89,668	38,516	7,152	8.0%	93,100	41,031	7,568	8.1%	0.1%
Difference				-4.3%	-			-5.0%	
				Acade	emic Majors				
ACC	2,750	1,339	43	1.6%	3,156	1,520	34	1.1%	-0.5%
Statewide	54,535	27,587	2,766	5.1%	58,018	30,151	3,065	5.3%	0.2%
Difference				-3.5%		-		-4.2%	
	Technical Majors								
ACC	1,418	470	109	7.7%	1,226	389	100	8.2%	0.5%
Statewide	35,133	10,929	4,386	12.5%	35,082	10,880	4,503	12.8%	0.3%
Difference				-4.8%				-4.6%	

Source: THECB 1998 and 1999 Annual Data Profile Institutional and Statewide Summaries



DRAFT 09-99

INTENDED OUTCOME

3B. There will be no significant difference between ACC and statewide degree or certificate completion rates of FTIC students by demographic group.

**CRITERION** 

Based on data provided by the THECB, for each demographic group, the percent of FTIC students who complete a degree or certificate will be within ±5% of their proportion statewide.

RESULTS

ACC has not met this criterion for any ethnic group of either the Fall 1994 FTIC cohort students or for the Fall 1995 FTIC cohort students.

DATA

### FTIC Cohort Completion Rates by Ethnicity

		Fall 1994 F	TIC Cohort			Fall 1995 FT	TC Cohort		
		Transferred/		%		Transferred/			Change from
	Students	Still Enrolled		Graduating	Students	Still Enrolled	Within 3	Graduating	Previous Year
		Fall 1997	Years		•	Fall 1998	Years		
White Stud	lents					<u> </u>	<u> </u>	•	
ACC	2,751	1,231	106	7.0%	2,885	1,342	98	6.4%	-0.6%
Statewide	51,603	23,706	4,599	16.5%	53,647	25459	4862	17.2%	
Criterion	below crit	erion range (	15.7% - 17.	3%)	below criterio		4% - 18.1%)		
Black Stud	ents								
ACC	264	76	12	6.4%	258	72	8	4.3%	-2.1%
Statewide	9,016	2,915	611	10.0%	9,263	3111	691	11.2%	1.2%
Criterion	below crit	erion range (	9.5%- 10.5%	6)	below criterio	n range (10.	7% - 11.8%)	-	
Hispanic S	tudents								
ACC	833	327	22	4.3%	894	311	. 16	2.7%	-1.6%
Statewide	24,547	9,648	1,729	11.6%	25,487	10,050	1,765	11.4%	-0.2%
Criterion	below crit	erion range (	11.0% - 12.	2%)	below criteric	n range (10.9	9% - 12.0%)		
Other Ethn	ic Groups	Students						•	
ACC	320	175	12	8.3%	345	184	12	7.5%	-0.8%
Statewide	4,502	2,247	213	9.4%	4,703	2,411	250	10.9%	1.5%
Criterion	below crit	erion range (	9.0% - 9.9%	)	below criterio	n range (10.4	1% - <b>11</b> .5%)		
Total Coho	rt Students	5							
ACC	4,168	1,809	152	6.4%	4,382	1,909	134	5.4%	-1.0%
Statewide	·				93,100	41,031	7,568	14.5%	0.5%
Criterion	below crit	erion range (	13.3% - 14.	7%)	below criterio	n range (13.8	3% - 15.3%)		

Source: THECB 1998 and 1999 Annual Data Profile



DRAFT 09-99

# Austin Community College Effectiveness Update: Student Services Measures



# Effectiveness Update

### **Student Services Effectiveness Measures**



To provide exemplary programs that support the teaching/learning process and to increase opportunities for students to define and reach their educational and career goals.

### INTENDED OUTCOME

1. The unduplicated headcount enrollment of ACC will reflect the diversity of the population the College serves.

### **CRITERION**

Based on THECB demographic data on the service area college age population and the fall unduplicated headcount enrollment of ACC students, the percent of ACC students from each demographic group will be within  $\pm 5\%$  of their proportion in the service area college age population.

### **RESULTS**

Of the fall 1999 headcount, the percent of white (65.8%) and hispanic (19.8%) ACC students was within  $\pm 5\%$  of their proportion (68.5% and 20.3% respectively) in the service area college age population.

### **DATA**

### Comparison of ACC Fall 1998 Headcount to 1998 Service Area Population Proportions

Ethnicity	1999 Service Area College Age (15-40 and up) Population		ACC Fa Head		Criteria
<u> </u>	N	%	N	%	±5%
White	605,231	68.5%	17,059	65.8%	within
Black	71,316	8.1%	1,649	6.4%	below
Hispanic	178,902	20.3%	5,122	19.8%	within
Other	27,975	3.2%	2,095	8.1%	above
Total	833,424	100.0%	25,925	100.0%	

Source: THECB Population and Projections by County

ACC Datetel Syetem, uncertified headcount data as of 12/13/99, furnished by Annette Grandy





2. The applicants who register and attend ACC will reflect the demographics of the applicant pool.

**CRITERION** 

Based on demographic data from the yearly applicant pool and the annual headcount enrollment of first time at ACC students, at least 75% of each demographic group represented in the applicant pool will actually enroll.

**RESULTS** 

**DATA** 

# Comparison of Fiscal Year 1998 First Time Applicants with Fiscal Year 1998 First Time Applicants Who Actually Enrolled

Ethnic Group	l .	Time cants	First Time Applicants Who Actually Enrolled			Criteria
	N	%	N	% of all applicants	% of applicants who enrolled	
White	·					
Black						
Hispanic						
Other				_		

Source: ACC SIRS Student Database Produced by Greg Black 10/22/98





3. ACC will provide financial aid opportunities to students who demonstrate the most need.

**MEASURE** 

At least 50% of the students who receive Pell Grants will have an Expected Family Contribution (EFC) of zero (0).

CRITERION

Based on the Federal Pell Grant Program Student Payment Summary, 50% of students receiving Pell grants will have an Expected Family Contribution of zero.

**RESULTS** 

For academic year 1998-99, forty-eight and seven tenths percent of ACC students receiving Pell Grant monies had an Expected Family Contirbution of zero.

DATA

# Pell Grant Program Expected Family Contribution Statistics 1998 - 1999

Expected Family Contribution	Active Student Records	Percent
0	1735	48.7%
1 - 100	97	2.7%
101 - 500	308	8.6%
501 - 900	344	9.6%
901 - 1300	315	8.8%
1301 and above	768	21.5%
Total	3567	99.9%

Source: Federal Pell Grant Program Student Payment Summary, December 20, 1999





4. The College will maintain a loan default rate 5% below the maximum threshold required by law.

**CRITERION** 

Based on the Department of Education's Default Management Division's Annual Report to ACC, ACC's loan default rate will be at least 5% less than the federally defined maximum threshold (25.0%).

**RESULTS** 

For each of the three previous fiscal years, the loan default rate for ACC students was below the federally defined maximum threshold of 25.5%. For Fiscal Year (FY) 95, the default rate was 14.9 percent, for FY 96, the default rate was 17.6 percent, and for FY 97 the default rate was 14.6 percent.

DATA

OFFICIAL Cohort Default Rates for Schools with 30 or More Borrowers Entering Repayment in FY 199

Fiscal Year	Number of Borrowers in Repayment	Number of Borrowers in Default	Official Cohort Default Rate
1995	1,599	239	14.9%
1996	1,661	292	17.6%
1997	1,614	236	14.6%

Source: United States Department of Education, November, 1998

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